SPECIAL EDUCATION DEGREE PROGRAM (MSE)

Master of Science in Education

The Master of Science in Education (M.S.E.) Degree program in Special Education is offered with or without Wisconsin teaching licensure. The general program without licensure is designed to increase the knowledge, skills, and general teaching competencies of those already certified to teach and/or to prepare students for other professional responsibilities. The degree program may also be used to attain a teaching license in early childhood - exceptional educational needs, cross categorical special education or specialization in emotional behavioral disorders and learning disabilities or cognitive disabilities. Individuals planning to teach in a state other than Wisconsin should obtain the licensure requirements of that state prior to meeting with an adviser. An Applied Behavior Analysis certificate, a Transition Specialist certificate and an Autism Specialist certificate may also be attained through the program.

Graduate students also seeking Special Education licensure as a part of the degree program must complete an application for admittance to Professional Education, meet all requirements for admittance, and meet with a faculty adviser within the licensure area to develop a licensure plan which schedules a practicum slot.

The curriculum varies according to the academic emphasis. In general, the core emphasis of the Special Education Program is designed to develop an advanced understanding of the causes and characteristics of disabilities and the pedagogical approaches to, and the historical/legal bases for programs involving special populations. The curriculum requires students to examine the philosophical and structural changes in the nature of services provided for students with disabilities in the public schools; specifically, more inclusive practices where instruction is differentiated to accommodate the special learning needs of all children in general education settings. Skills will be developed to create collaborative relationships between special educators and general education teachers and other supportive service professionals, as well as, to conduct classroom-based action research methodology on instructional practices evaluating both student outcomes and program effectiveness for individuals with disabilities.

Department Chair
Dr. Amy Stevens (Interim)
Winther Hall 5039
262-472-5817
stevensa@uww.edu

Graduate Program Coordinator
Dr. Shannon Stuart
Winther Hall 5042
262-472-4877
stuarts@uww.edu

Licensure Coordinator & Field Experiences
Dr. Nomsa Gwalla-Ogisi
Winther Hall 5033
262-472-5807
gwallan@uww.edu

Applied Behavioral Analysis Certificate Program Coordinator
Dr. Tia Schultz
Winther Hall 5045
262-472-5375
schultr@uww.edu

Transitional Specialist Certificate Program Coordinator
Dr. James Collins
Winther Hall 5044
262-472-5804
collinjc@uww.edu

Autism Specialist Certificate Program Coordinator
Dr. Shannon Stuart
Winther Hall 5042
262-472-4877
stuarts@uww.edu

Degree Requirements

Students seeking the Masters Degree in Special Education must complete (36) credits of requirements in three core areas:

- demonstration of knowledge and skills required for certification by the National Board for Professional Teaching Standards;
- report the results and implications of their field-based action research on the development and overall refinement of a special education program emphasis; and/or
- documentation of the successful completion of their professional development goals for Wisconsin Professional Educator License.

The Thesis option is not required in the Core Program. Students complete six units of Action Research as part of the program OR complete a graduate-level phase 4 teaching licensure portfolio.

Graduate Degrees in Special Education

- Special Education - Cross Categorical Emphasis MSE (http://uww-public.courseleaf.com/graduate/education/special-education/special-education-emphasis-cross-categorical-mse)
- Special Education - Professional Development Emphasis MSE (http://uww-public.courseleaf.com/graduate/education/special-education/special-education-emphasis-professional-development-mse)

Certificates in Special Education

- Applied Behavior Analysis (http://uww-public.courseleaf.com/graduate/education/special-education/applied-behavior-analysis)
Courses

SPECED 560  BEHAVIOR MANAGEMENT FOR THE INCLUSIVE CLASSROOM  3 Units
The purpose of this course is to provide general strategies to promote effective behavior management in the inclusive educational environment. Focus will be on theories and practices for facilitating successful integration of children with disabilities in the regular education classroom or public school special education programs.
PREREQ: RESTRICTED TO STUDENTS WITH PROFESSIONAL ED ADMISSION

SPECED 565  EVIDENCE BASED EARLY INTERVENTION FOR INFANTS AND TODDLERS  2 Units
This course examines relevant theories and pertinent research pertaining to care of infants and toddlers with special needs within the family setting and in group care programs. Content includes an examination of legislative action that calls for intervention services for the birth to three population in natural settings, screening and assessment procedures, eligibility criteria for service delivery, working closely with and supporting families, and team collaboration styles. Mental health issues related to infants and toddlers are examined in relation to those who provide care to this population.
PREREQ: EARLY CHILDHOOD MAJOR AND ADMISSION TO PROFESSIONAL EDUCATION OR CONSENT OF INSTRUCTOR

SPECED 576  MEDICAL ASPECTS OF DISABILITY  3 Units
Study of the medical, physiological, neurological, physical, developmental, and sensory characteristics of persons with physical or medical conditions which impact educational programming. Emphasis on the etiology and implications of genetic, prenatal and acquired causes of disabilities including cerebral palsy, genetic syndromes, medical fragility, technology dependency, AIDS, and prenatal drug exposure. Interdisciplinary approaches to services provided for persons with complex attendance
PREREQ: SPECED 205 (OR EQUIVALENT COURSE) OR CONSENT OF INSTRUCTOR

SPECED 606  TRANSITION PROGRAMMING FOR STUDENTS WITH DISABILITIES  3 Units
Identification of specific strategies for overcoming attitudinal and technical barriers to vocational mainstreaming of special needs students. Content includes values clarification, vocational assessment, vocational IEP development, and elementary and secondary vocational models in delivering appropriate vocational services to EEN students. Content covers grades K-12.
PREREQ: SPECED 321, SPECED 322, SPECED 325, AND ADMISSION TO PROFESSIONAL EDUCATION OR CONSENT OF INSTRUCTOR (FOR MINORS, NON-MAJORS, AND GRADUATE STUDENTS)

SPECED 640  ADVANCED BEHAVIOR INTERVENTION STRATEGIES  3 Units
The purpose of this course is to provide special educators with the knowledge and skills to intervene with children with intense patterns of behavior that prevent the student from accessing the general education classroom. Techniques for conducting functional behavior assessments and designing behavior intervention plans will be provided. In addition, legal aspects regarding behavior intervention will be provided.
PREREQ: ENROLLMENT IN A GRADUATE ABA CERTIFICATE PROGRAM

SPECED 650  INTERVENTION FOR CHILDREN WITH EBD  3 Units
The purpose of this course is to provide intervention strategies for working with children with severe emotional/behavioral disorders. Strategies related to AODA, social skills curriculum, abuse/neglect, juvenile corrections, and medication management will be presented. In addition, methods for creating effective program models will be presented.
PREREQ: RESTRICTED TO STUDENTS WITH PROFESSIONAL ED ADMISSION

SPECED 658  COLLABORATION FOR EFFECTIVE INSTRUCTION  3 Units
This course develops student's skills and understanding of the laws pertaining to students with disabilities, writing individualized instructional plans, inclusion, collaboration and school-based team membership, and adaptation and modifications of instruction. Students also develop their personal philosophy of education including beliefs about teachers, students, diversity, community, inclusion, etc. and a profile of their role as a team member through the use of a variety of self-assessment tools and the use of a cooperative learning structure (base teams) for the course.
PREREQ: RESTRICTED TO STUDENTS WITH PROFESSIONAL ED ADMISSION

SPECED 661  FORMAL ASSESSMENT FOR YOUNG CHILDREN  3 Units
This class provides the students with knowledge of the legal and ethical considerations related to the assessment of young children (Birth through age eight). Students will acquire skills related to developmental screening, determination of eligibility for special education, conducting norm-referenced assessments, writing reports, and communicating with parents and other professionals.
PREREQ: RESTRICTED TO STUDENTS WITH PROFESSIONAL ED ADMISSION AND EARLY CHILDHOOD EDUCATION PROGRAM

SPECED 662  EDUCATIONAL-DIAGNOSIS AND ASSESSMENT IN LD, E/BD, CD  3 Units
A course to develop advanced diagnostic skills for elementary through secondary students with mild/moderate disabilities (LD, ED, CD). Particular emphasis is placed upon the assessment of cognitive, academic, developmental and behavioral skills that affect classroom performance. The application of advanced trend analysis and data synthesis techniques for special education placement and program planning is stressed and current issues and trends are discussed.
PREREQ: RESTRICTED TO STUDENTS WITH PROFESSIONAL ED ADMISSION

SPECED 665  CURRICULUM/METHODS COGNITIVE DISABILITIES - FUNCTIONAL  3 Units
For persons who will be working with individuals who have moderate and/or severe disabilities. Provides methods, strategies and techniques in assessment, curriculum development, program design, instructional strategies, material development, and community transition for the population with moderate disabilities. A major focus will be on all aspects of functional programs across home, school, community and vocational environments.
PREREQ: SPECED 205, SPECED 322, SPECED 326 AND ADMISSION TO PROFESSIONAL EDUCATION

• Autism Specialist Program (http://uww-public.courseleaf.com/graduate/education/special-education/autism-specialist)
• Transition Specialist Program (http://uww-public.courseleaf.com/graduate/education/special-education/transition-specialist)
SPECED 676 CURRICULUM/METHODS/MATERIALS FOR THOSE WITH MULTIPLE DISABILITIES  3 Units
For the individual who is interested in acquiring specialized techniques and strategies in the care, instruction, programming, and management of the person with physical, motor, medical, intellectual, communicative and/or behavioral disabilities. Specific information on positioning, physical handling, feeding facilitation, augmentative communication, sensory integration, adaptive switches, medication therapy and life skills development for the person with severe and profound disabilities.
PREREQ: RESTRICTED TO STUDENTS WITH PROFESSIONAL ED ADMISSION OR CONSENT OF INSTRUCTOR

SPECED 680 DIRECTED TEACHING/INTERNSHIP PRACTICA AND PHASE 4 SEMINAR  3 Units
The focus of this course is to support undergraduate and graduate teacher candidates to use formal and informal assessments, apply evidence-based practices in instruction, behavior management, working with families and community agencies in special education, gain first-hand experiences with diverse learners with disabilities, experience the different types and levels of service delivery models in different emphasis areas across the special education continuum, and reflect on how, when, and why specific evidence-based practices are implemented in public school and alternative school settings. Teacher candidates will explore respective roles and responsibilities of all student teaching personnel. Attention is also given to the recognition and application of skills and activities fundamental to the development of effective teachers. Teacher candidates will complete all special education department requirements including the Educator Teacher Performance Assessment (edTPA), unit plans, an IEP, FBA, and BIP along with online reflection journal submissions.
PREREQ: PRAXIS II, NO 'I'S OR C OR LOWER IN SPEC ED/FLD, 2.75 GPA; COREQ: SPECFLD 789A, SPECFLD 789B, SPECFLD 789C, SPECFLD 789D, SPECFLD 789F OR SPECFLD 789G, OR SPECFLD 793A, SPECFLD 793B, SPECFLD 793C, SPECFLD 793D, OR SPECFLD 793F

SPECED 686 ACADEMIC INTERVENTION I  3 Units
The course addresses phonemic awareness, phonics, advanced word reading, and reading fluency for students who struggle to read and have disabilities. Through using of research validated strategies in phonemic awareness, decoding, fluency, spelling, and handwriting, the processes and skills children and adolescents use to read fluently are examined as well as similarities and differences in reading instruction in general/special education.
PREREQ: PRAXIS II, NO 'I'S OR C OR LOWER IN SPEC ED/FLD, 2.75 GPA; COREQ: SPECFLD 789A, SPECFLD 789B, SPECFLD 789C, SPECFLD 789D, SPECFLD 789F OR SPECFLD 789G, OR SPECFLD 793A, SPECFLD 793B, SPECFLD 793C, SPECFLD 793D, OR SPECFLD 793F

SPECED 687 ACADEMIC INTERVENTION II  3 Units
This course addresses reading and writing instruction across the curriculum and interventions. The processes and skills children and adolescents engage in to develop vocabulary, comprehend text, and compose quality written work are examined. Specifically the difficulties encountered by students with language and learning differences are reviewed and research providing "best practices" in teaching vocabulary, comprehension and writing as tools for literacy development will be emphasized. Student will develop skills for teachin reading/writing vocabulary, reading comprehension, and writing process/products and explore technology that supports instruction. Students will master instructional strategies for reading comprehension, vocabulary knowledge, and the development and fluency skills involved in written composition.
PREREQ: SPECED 486 OR SPECED 686 AND ADMISSION TO PROFESSIONAL ED

SPECED 690 WORKSHOP Repeatable  1-10 Units
Variable topics. Group activity oriented presentations emphasizing ‘hands on’ and participatory instructional techniques.

SPECED 694 SEMINAR - SPECIAL EDUCATION Repeatable  1-3 Units
Variable topics. Group activity. An advanced course of study in a defined subject matter area emphasizing a small group in intense study with a faculty member.

SPECED 696 SPECIAL STUDIES Repeatable  1-4 Units
Variable topics. Group activity. Not offered regularly in the curriculum but offered on topics selected on the basis of timeliness, need, and interest, and generally in the format of regularly scheduled Catalog offerings.

SPECED 700 LEGAL FOUNDATIONS OF SPECIAL EDUCATION Repeatable  3 Units
The purpose of this course is to provide an in-depth graduate level theoretical foundation of the field of special education. Historical trends and current issues in the field of special education will be explored with an emphasis upon the impact these issues have on current practice. Current special education law and its interaction with practice will also be explored.

SPECED 701 ADVANCED METHODOLOGY AND PRACTICES IN SPECIAL EDUCATION Repeatable  3 Units
This course provides the post-baccalaureate student with the knowledge and skills to understand, interpret, and apply single-case design methods within the large context of research design in education. Students will learn how to evaluate single-case design research studies in order to understand current research related to the behavioral intervention. In addition, students will learn how to conduct single-case design research in order to evaluate their own intervention programs.

SPECED 702 REFLECTIVE PRACTICE AND ACTION RESEARCH  3 Units
The course assists teachers in planning, organizing, implementing, and assessing inquiry-related strategies appropriate for their classrooms. Participants will investigate current issues by way of Action Research, ethnographic, symbolic interaction, and qualitative inquiry techniques. Projects will be conducted that relate to individual classroom needs and situations.
PREREQ: GRADUATE STANDING

SPECED 703 PROMOTING REFORM THROUGH COLLABORATIVE LEADERSHIP  3 Units
This course will examine school reform and collaborative leadership from a Special Education perspective. Specifically, the course will provide students with strategic skills to promote collaborative problem-solving approaches to the development of policy and practice that will promote the development of learning communities and the revitalization of the quality of learning for all children. Students will participate in practical activities that will enhance their ability to assume informal and formal leadership roles within and across professions impacting Special Education.
SPECED 704  APPLIED FIELD ACTION RESEARCH IN SPECIAL EDUCATION  3 Units
Under the mentorship of the faculty advisor, the student will reflect and implement an Action Research proposal at the classroom, school and / or district level. The synthesis and summary of the findings will be disseminated via multiple formats, e.g. poster sessions, conference presentations, journal articles and the sharing of information at professional gatherings. The Action Research study will be a tool for producing artifacts that can be integrated into appropriate professional portfolios to enhance professional development, career mobility of qualification for NBPTS certification.
PREREQ: SPECED 700, SPECED 701, SPECED 702, EDFOUND 740 OR CONSENT OF DEPARTMENT CHAIRPERSON

SPECED 705  PROFESSIONAL PORTFOLIO DEVELOPMENT IN SPECIAL EDUCATION  Repeatable  3 Units
This course will prepare practicing teachers to develop professional portfolios. Students can select from three types of portfolios – a Professional Development Portfolio, a Showcase Portfolio or a portfolio that can be used as part of an application for National Board Certification. The Professional Development Portfolio will assist teachers in meeting the requirements for continuing licensure. A Showcase portfolio will assist teachers who wish to move into another professional position. The National Board portfolio is one of the major requirements in achieving National Board Certification. Students will acquire skills in developing and refining artifacts suitable for each type of portfolio. They will learn how to write reflective commentaries, to self-assess their working according to external standards, to acquire skills (e.g. videotaping lessons; developing web pages) that will assist them in producing high quality artifacts representing their best work. Students may take this class up to two times to complete their portfolio.
PREREQ: STUDENTS SEEKING THE MSE IN SPECIAL EDUCATION WILL BE EXPECTED TO HAVE COMPLETED THE GENERAL CORE, THE SPECIALTY CORE, AND THE PROFESSIONAL DEVELOPMENT CORE CLASSES. OTHERS MAY BE ADMITTED WITH CONSENT OF THE INSTRUCTOR.

SPECED 706  TRANSITION ASSESSMENT FOR STUDENTS WITH SPECIAL NEEDS  3 Units
This course examines specific vocational assessment strategies using an ecological approach to in-school data collection. Assessment of occupational interests, aptitude, and learning styles in relationship to IEP development, placement within specific occupational clusters, and successful transition to post-secondary training and/or employment environments is presented.

SPECED 707  FOUNDATIONS OF AUTISM SPECTRUM DISORDER  Repeatable  3 Units
The purpose of this course is to provide an in-depth graduate level introduction to the foundations of autism spectrum disorder. This course includes an overview of autism spectrum disorder, including discussion of diagnostic issues, philosophical issues, research on the biological and psychosocial bases of the disorders, as well as an overview of intervention techniques and legal issues. The basic principles of behavioral analysis are covered.
PREREQ: SPECED 205 OR CONSENT OF INSTRUCTOR

SPECED 708  METHODS FOR TEACHING CHILDREN WITH AUTISM SPECTRUM DISORDERS  3 Units
This course provides students with methods of instructing children with autism spectrum disorders. The focus will be on developing functional skills based upon individual children’s needs. Methods of instruction will include applied behavior analysis, sensory integration, TEACCH, and functional and ecological assessment procedures.
PREREQ: SPECED 707 OR CONSENT OF INSTRUCTOR

SPECED 709  ADVANCED PRINCIPLES OF APPLIED BEHAVIOR ANALYSIS  3 Units
The purpose of this course is to provide students with specialized training in applied behavior analysis. This course will provide in-depth training in advanced concepts related to changing behavior, maintaining behavior change, teaching skills and making data-based intervention decisions. In addition, this course will discuss the ethical issues related to behavior change.

SPECED 711  ETHICS IN RESEARCH AND APPLIED BEHAVIOR ANALYSIS  3 Units
This course is designed to meet professional standards involving ethics, as outlined by the Fourth Edition Task List of the Behavior Analyst Certification Board. This course has been developed for prospective therapists, researchers, and educators who are seeking certification as a Board Certified Behavior Analyst.
PREREQ: SPECED 709

SPECED 712  PHILOSOPHY OF APPLIED BEHAVIOR ANALYSIS  3 Units
This course will explore the philosophical underpinnings of applied behavior analysis (ABA) as well as understand the dimensions of ABA as a science. Students will learn to distinguish between behaviorism, the experimental analysis of behavior, applied behavior analysis, and professional practice guided by applied behavior analysis.

SPECED 715  SUPERVISION OF PROGRAMS AND PERSONNEL IN ABA  3 Units
This course is focused on learning how to implement evidence-based supervision practices. Students will learn how to train, support, monitor, and give feedback to supervisees. Practices for creating and maintaining healthy work environments will be explored. Students will also learn how to manage behavior programs and make decisions about necessary changes.

SPECED 741  BEHAVIOR ASSESSMENT  3 Units
In this course, students will learn how to assess behavior. Using a functional behavior approach, students will learn how to identify challenging behavior, define it, and assess it through indirect and direct methods. Assessment methods will include record reviews, interviews, direct observation, ABC assessment, preference assessment, and skill assessment.

SPECED 742  BEHAVIOR CHANGE PROCEDURES  3 Units
Students will learn how to identify and implement appropriate behavior change procedures in order to reduce challenging behavior and teach new skills. Strategies will include shaping, chaining, reinforcement procedures, group contingencies, self-management, imitation training, and naturalistic teaching.
SPECED 760  FOUNDATIONS AND CHARACTERISTICS OF CD/EBD/LD  3 Units
This course addresses the characteristics of students with cognitive disabilities, learning disabilities, and emotional/behavioral disabilities. The purpose of this course is to provide an overview of the theoretical and historical issues related to these three high incidence disabilities. Specific application of theory and history will be applied to all three areas looking at characteristics across the life span. Inter-relationships of the characteristics, needs and implication for practice will be explored. Eligibility and models of service delivery will also be examined. Students who are not currently teaching will have to fulfill independent field experience expectations.

SPECED 761  INSTRUCTIONAL STRATEGIES FOR THE INCLUSIVE CLASSROOM  3 Units
This course is designed to help prospective education teachers learn to work effectively with students with mild disabilities. Instructional principles and strategies to provide quality instruction to help students become successful learners will be emphasized. Content emphasis includes models of instruction, and methods for delivery of instruction including lesson planning and unit planning. Students who are not currently teaching will have to fulfill independent field experience expectations.

SPECED 766  PROFESSIONAL COLLABORATIONS: FAMILIES AND COMMUNITY AGENCIES  3 Units
The purpose of this course is to provide students with theory, general principles, and procedures for fostering collaborative partnerships among families, professionals, students, and other stakeholders that lead to outcomes of individual and mutual empowerment. Students will gain knowledge of interpersonal and collaborative skills that support partnerships between parents and school/community professionals as well as between school professionals and other community service providers. Information concerning national, state, and local resources for families of children with disabilities will be provided and integrated into class activities. Students who are not currently teaching will have to fulfill independent field experience expectations.

SPECED 776  CURRICULUM AND METHODS FOR LOW INCIDENCE DISABILITIES  3 Units
This course focuses on meeting the educational needs of students requiring a functional intensive special education program. Methods of instruction will include strategies to promote general curriculum access for individual with significant and multiple disabilities; addressing the unique learning and support needs required to educate students with low incidence disabilities.
PREREQ: SPECED 760 AND SPECED 761

SPECED 781  SCHOOL-TO-ADULT LIFE TRANSITIONAL PROGRAMMING  3 Units
This course will examine direct and indirect instructional support strategies which facilitate successful vocational programming of individuals with exceptional educational needs within secondary and post-secondary environments. The Designated Vocational Instructor model and transition methods are emphasized.

SPECED 783  GRADUATE FIELDWORK AND PORTFOLIO DEVELOPMENT  3 Units
This course assists graduate teacher candidates to develop their gateway portfolio. This portfolio includes artifacts from Characteristics, Methods, and a performance component. The artifacts selected should demonstrate competencies on the Council for Exceptional Children (CEC) and Wisconsin Teaching Standards (WTS). The performance component will be comprised of completing 25 hours in an assigned field placement, and a written project. Teacher candidates must earn a passing grade on this portfolio, and passing scores on all clinical evaluations and field projects, for entrance into the Directed Teaching Block.
PREREQ: RESTRICTED TO STUDENTS WITH PROFESSIONAL ED ADMISSION

SPECED 785  CURRENT TOPICS IN SPECIAL EDUCATION: PRE-INSTITUTE Repeatable  1 Units
The Pre-Institute is designed with the practical needs of educators in mind and will provide participants a comprehensive examination of current literature and practices within their school districts related to the current topic designated in the course SPECED 786 Current Topics in Special Education: Institute. These topics will change on an annual basis and be determined by department faculty in consultation with a graduate advisory committee comprised of teachers, administrators, and alumni. Specifically, the Pre-Institute will focus on the identification of key elements needed to create a framework for strategic planning to improve programming practices within schools related to the Institute topic.
COREQ: SPECED 786

SPECED 786  CURRENT TOPICS IN SPECIAL EDUCATION: INSTITUTE Repeatable  1 Units
The Institute is designed with the practical needs of educators in mind and will provide participants a comprehensive examination of current literature and practices related to critical issues facing the field of special education. Topics are selected on the basis of need, interest, or timeliness and will change each time the course is offered. Institutes will be offered in the summer session and conducted by international and national leaders with expertise on the topic. SPECED 785 Current Topics in Special Education: Pre-Institute (1 credit) and SPECED 787 Current Topics in Special Education: Post-Institute (1 credit) can be taken prior to and following each summer institute and provide a more in-depth examination of the topic.

SPECED 787  CURRENT ISSUES IN SPECIAL EDUCATION: POST INSTITUTE Repeatable  1 Units
The Post-Institute is designed with the practical needs of educators in mind and will provide participants a comprehensive examination of current literature and practices within their school districts related to the current topic designated in the course SPECED 786 Current Topics in Special Education: Institute. These topics will change on an annual basis and be determined by department faculty in consultation with a graduate advisory committee comprised of teachers, administrators and alumni. Specifically, the Post-Institute will focus on the identification of key elements needed to create a framework for strategic planning to improve programming practices within schools related to the Institute topic.
COREQ: SPECED 786

SPECED 790  WORKSHOP Repeatable  1-3 Units
Variable topics. Group activity oriented presentations emphasizing ‘hands on’ and participatory instructional techniques.

SPECED 794  SEMINAR  1-3 Units
Variable topics. Group activity. An advanced course of study in a defined subject matter area emphasizing a small group in intense study with a faculty member.
SPECE 796  SPECIAL STUDIES  Repeatable  1-3 Units
Variable topics. Group activity. Not offered regularly in the curriculum but offered on topics selected on the basis of timeliness, need, and interest, and generally in the format of regularly scheduled Catalog offerings.

SPECE 798  INDIVIDUAL STUDIES  Repeatable  1-3 Units
Study of a selected topic or topics under the direction of a faculty member.

SPECE 799  THESIS RESEARCH  Repeatable  1-6 Units
Students must complete a Thesis Proposal Form in the Graduate Studies Office before registering for this course.